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ABSTRACT

This manual is intended to assist tutors participating in a program to help nonreaders develop job search skills. The first two sections give an overview of the program and present general guidelines for working with students. Detailed suggestions are provided for working with students in sessions addressing the following questions: Am I ready to look for a job? What kind of job do I want? What do I want and need in a job? Where are the jobs? How do I fill out a job application? What is a resume? What do I say on the phone? What do I do at an interview? How do I keep on looking? Now that I've got it, how do I keep it? Each session is divided into three parts. The first part looks at current job leads and what can be done right away. Part 2 teaches the new objective for the lesson and may include activities. The final part gives assignments to be carried out before the next meeting. The ninth session is intended for use after the student has obtained a job, and the eighth session is intended to set a framework for continuing the job search for as many sessions as is necessary. The document closes with a list of effective ways to work with adult students and a four-page list of references for tutors and students. (MN)

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Job Search Workbook

ED468886

TUTOR MANUAL

BEST COPY AVAILABLE

TUTOR'S MANUAL

FOR

JOB SEARCH WORKBOOK

DEVELOPMENT CENTER FOR ADULTS
IN CENTRE COUNTY
VOCATIONAL TECHNICAL SCHOOL
PLEASANT GAP, PA. 16823

Mary Catherine Spence

PROJECT JOB SEARCH FOR NON-READERS WORKSHOP SCHEDULE

9:00	Introduction: Mary Spence, Reading Specialist, Development Center for Adults Monica Kindig, Director, Mid-State Literacy Council
	Am I ready to look for work?
	What kind of job can I do?
	What do I want and need in a job?
	MORNING BREAK
	Where are the jobs?
	How do I fill out a job application?
	What is a resume?
12:00	LUNCH
	What do I say on the phone?
	What do I do at an interview?
	How do I keep on looking?
	Now that I've got it, how do I keep it?
1:50	AFTERNOON BREAK
2:00	Speaker: Ellen Spinelli, Employment Counselor, Development Center for Adults
	How do I answer the tough questions?
	Where can I go for help?
3:00	Question - Answer Session

TUTOR/WORKSHOP PARTICIPANT INFORMATION FORM

Name _____

Address _____

Phone _____

Occupation _____

Are you a trained Literacy Council tutor? YES NO

Are you currently working with a student/client who is in need of employment? YES NO

Name of student _____

Approximate reading level or skill book level _____

Do you anticipate using the job search materials soon? YES NO

What is your main reason for attending this workshop?

_____

_____

INTRODUCTION

The Job Search Workbook was developed in response to a need expressed by Literacy Council tutors and students. Tutors who volunteer to teach reading skills to an adult often find that issues such as unemployment are keeping the student from concentrating full effort on the task of learning to read. The tutor then begins assisting in the job search effort, but often does not have a clear, systematic picture of the best way to assist the student. Job Search workshops that are available through the Private Industry Council (a J.T.P.A. agency) and the Development Center for Adults are often too difficult for a non-reader. There are many materials available to teach job search skills, but each seems to focus in on developing a particular skill. Often these materials do not put all the elements together to help a student organize a job search effort. In addition non-reading job seekers are unable to use them without assistance.

This Job Search Program is designed to be used by tutor and student together. It consists of nine "Sessions." Each session teaches a skill, but the objective of every session is "to get a job." Each session is divided into three parts. Part 1 looks at current job leads and what can be done right away. Part 2 teaches the new objective for the lesson and may include activities. Part 3 gives assignments to be carried out before the next meeting. Sessions are meant to be done in order, but it is possible to skip ahead if a student needs a lesson in order to pursue a job lead. The final objective is for the student to get a job, not to finish the book.

Session 9 is intended for use after the student has obtained a job. Session 8 is intended to set a framework for continuing the job search for as many sessions as is necessary. Throughout the manual there are references to materials that can be used to supplement the Job Search Workbook if the tutor and/or student decide that more practice is necessary.

GENERAL GUIDELINES

1. The purpose of these materials is to help the student get a job, not improve reading skill. Use other materials to work on reading improvement.
2. Read the materials to or with your student. Make sure the student understands each idea. Do not allow your student to struggle with the reading and miss the concepts presented.
3. You will need to candidly discuss your student's abilities and limitations. Be sure to use supportive statements and accentuate the positive, but do not gloss over limitations.
4. Take some positive action at every session. Try to meet in a place where a phone and phone book are available. Encourage your student to use the phone whenever possible.
5. Listen to student's part of each phone conversation. Evaluate the conversation with the student. Talk about more effective ways of conveying information, if appropriate. Have the student tell you if she/he is happy with the result of the conversation. Talk about ways to get more satisfactory results. Have student practice for the next phone call.
6. Start each session with a look at the job leads a student has at that time.
7. Close each session with a plan for some positive effort to get new job leads. The activities at the end of each session encourage this.

STARTING THE JOB SEARCH WORKBOOK

Read every page to or with your student so that she/he gets the idea of the set-up and purpose of the book.

Read the contents page. Ask the student if she/he can answer each question and if she/he can guess what you will be doing during that session.

THE CONTRACT

Look at the contract together. Talk about it and change it if you would like, but be sure to sign it together. It will help the student to realize the committment needed on the part of the student and tutor.

Be sure to set a regular day, date and time. Meet as often as possible. Once a week should be the minimum. If the job seeker needs a job immediately, then it would be a good idea to meet 2 or 3 times a week to help speed along the process.

If frequent meetings are impossible then perhaps a phone call between meetings could offer support and/or suggestions for further action before the next meeting.

SESSION 1 - AM I READY TO LOOK FOR A JOB?

Every session starts with the section titled "Current Job Leads." This is one of the most important sections since it acknowledges that the purpose of your meetings is "getting a job." It also lets your student know that she/he is expected to work on getting job leads all the time, not just in your work sessions.

The emphasis on Use the Phone and Do It Now is essential.

Use the Phone is stressed because of the recognition that a non-reader (or someone with limited reading ability) must use verbal skills to get a job. Let him/her get used to the idea right away that she/he is going to have to use the phone. The student may resist phone use at first, but should be encouraged to try it. Each phone call will be easier than the last one as the student evaluates each call and learns better ways to express what she/he wants to say.

Do It Now is stressed because a job search must be an active on-going process. Do not let your student "put off" calls without a good reason. Often calls that are "put off" are never made. This also gives you an opportunity to stress the idea that "the longer you wait, the more likely it is that someone else will get that job." If the student has a good reason to "put off" a call, try to get a commitment on the date and time of day the student plans on making the call. This way it is more likely that the call will be made. It is also a good way to begin talking about personal time management in terms of setting aside specific time periods for a serious job search effort. A blank calendar is provided at the end of the book so that your student may begin to keep track of commitments to you, to employers, and to himself/herself.

When all possible action has been taken on current job leads you may move on to the NEW OBJECTIVE of the lesson. In Session 1 the objective is to get ready for work. It stresses that speaking, listening and looking good are things that will help a student to obtain

a job. Someone who cannot read or write well must rely on speech, listening ability, and appearance. Help the student to see the importance of these in job hunting. Some students may not need this section as much as others. You may tell them so, but suggest that you work through it together anyway just to make him/her aware that employers are concerned with these things. Students who "know" but are unwilling to change their style of dress and other habits need to know that they are free to make that choice, but it will affect their chances of obtaining employment.

Complete all activities with your student. The "Looking Good" activity is important. It will be repeated in every lesson. Discuss it's purpose with your student and feel free to change or add catagories that are specific to your student's needs.

ROLE PLAY ACTIVITIES

Many lessons contain role play activities. Do not skip them. They may be difficult at first and your student may resist them, but do try to play the roles as given. Add more situations if you wish. The role play may be the only chance the student gets to practice ways of saying things that are important to job search success.

ASSIGNMENTS

Tell student that you do expect each assignment to be carried out before your next meeting. Make sure the student knows what each assignment is (remember she/he doesn't read well) and why it is important. Try planning a specific time that would be best for the student to complete the assignment. This begins to let your student see the importance of scheduling specific time periods besides your meeting time for job search activities. If the student is willing and capable of doing more than what is assigned you may expand the assignments.

SESSION 2 - WHAT KIND OF JOB CAN I DO?

Session 2 begins with a look at Current Job Leads. Take any possible action on all available job leads. If there is action that cannot be done at that time then plan with the student a specific time for the action to be taken. Check to see that action planned during the last session was carried out. Evaluate the results.

Use the record sheet in the back of the book to record all job leads. You or the student may think that you will not forget, but it is easy to forget times, dates, etc. as you examine more job leads. Be creative in your use of the record sheet. Make as many copies as you need. You may want to use one sheet for good prospects and one for "long shots." Or you may wish to do one sheet for "jobs that I would really like to have" and one sheet for "jobs I'm not sure I want." Do record all job leads even if you do not think anything will come out of it. You will be looking back at the sheet later and it is possible that something will develop out of a lead that had been questionable.

Have your student rate him/herself on "Looking Good." Remind him/her that if she/he really wants work that she/he should always be ready for a possible informal interview. Talk about the ratings together. Remind the student that this activity will be repeated at every meeting. Ask the student if she/he has been "Looking Good" at other times or just at your sessions.

The second part of Session 2 is the new objective "I will find out what kind of work I can do." Often a job seeker does not take the time to examine what kind of work she/he can really do. She/he will rely more on what she/he has done before or what she/he would like to do without ever realizing that she/he may have more skills than she/he realizes.

The activities have been divided into many different catagories to help the student realize that she/he can transfer skills from a non-paid situation to a paid situation. Try to make the student really think and fill in as many spaces as is possible. Ask questions to help

them realize that they have done many things that are considered "skills." Be sure that the student lists skills in housekeeping group activities and other organized activities for children and adults. Talk about work that could be done with assistance or as someone's assistant.

Before your session with the student examine The Self Directed Search. This has been provided as an example to you of the kind of material used in job search workshops for readers. Do not use it with your student, but do use it for ideas to encourage your student to complete the Session 2 activities. You may find it interesting to fill it out for yourself. Being forced to make your own decisions often helps you to encourage others to do so.

Talk about skills listed by your student and encourage him/her to develop job leads based on the lists.

Discuss the assignment and make sure your student understands what is expected for the next session.

SESSION 3 WHAT DO I WANT AND NEED IN A JOB?

Discuss Current Job Leads and encourage the student to take any action possible. Stress "Use the Phone" and "Do It Now!" Fill in "Looking Good" chart and talk about any progress. If possible identify a time that "Looking Good" has paid off for you or your student. Check to see that assignments have been completed. Clear up any problems or questions about the assignments and complete or reassign them if they were not completed.

New Objective - I will identify what I want and need in a job.

Read through the material with the student. Help him/her to realize that the job prospects are limited not only by the students skills and abilities but also by his/her wants and needs in a job. The student has some clear choices to make about jobs. She/he needs to realize that his/her own personal choices are often the most limiting factor in getting work. It is important that the student realize that she/he is making choices all the time. Often the choice is as simple as "not looking" for a certain type job or a job in a certain location. Help the student understand that his/her own choices are often the reason for his/her employment or unemployment.

Each of the issues listed in this section have many implications. Discuss each issue as it relates to your student's circumstances. Some things to consider are:

1. **location:** the need for transportation, gas money, bus fare, access to car, extra time for travel, getting up earlier, getting home later, paying a babysitter for extra time, need to relocate, etc.
2. **salary:** real spending money versus what is earned, enough to cover expenses, (you may wish to talk about budgeting), will it replace what I have right now if I get assistance or/and food stamps?
3. **hours:** am I willing to work night shift, evening shift, or changing shfits? Am I willing to work less than full time, or more than full time? Am I

willing to divide my hours over 4, 5 or 6 days a week? Do I want or need flexible hours in order to make doctors appointments or accomodate children's schedules.

4. **kind of work:** do I feel capable of doing it or learning it? Do I like to do it? Am I able to do it without frustration? How quickly must I do it?
5. **people I work with:** how do I relate to other people? How closely will I have to work with co-workers? How much will I have to interact with them? How much will I have to depend on them or they on me to complete work? What kind of supervision do I have, etc. Am I willing to take orders and fulfill assignments without feeling like I have been taken advantage of?
6. **benefits:** will it satisfy my needs or/and replace any benefits I have now?
7. **chance for raises:** Am I willing to work for a fixed salary? What kind of raises do I need or expect?
8. **starting date:** Am I willing to start as soon as possible or do I need to make special arrangements for child care, etc. Can I wait a period of time until the job becomes available?

Talk about other benefits that may or may not be part of the job. Find out what the expectations and the needs of a student are.

Often an unemployed person will say "I'll do anything!" to have a job but in reality there are many limitations on what she/he is willing to do or put up with in order to work.

Make sure the student understands the assignment and plan for action before your next meeting.

In the tutor materials you will find an "Interest Check list" and "The Beginning Quick Job-Hunting Map." These are provided, not for the student, but for you to have an idea of the type of material used in job search workshops for readers. Before you meet with your

student for Session 3 try to take some time to go over the lists and perhaps do the "Quick Job Hunting Map" yourself. It should provide you with some ideas to discuss with your student.

Assignment: Make sure the student understands the assignment and plan for action before your next meeting.

SESSION 4 - WHERE ARE THE JOBS?

Current Job Leads. Take any action possible on current job leads. Complete "Looking Good" activity and check assignments.

New Objective - I will find out where the jobs are.

Read through the lesson with the student and complete the activities. The purpose of this lesson is to let the student know that there are many sources for jobs, but that most jobs are really "hidden jobs." Most jobs are never advertised but are filled through personal contact. Surveys have shown that although some people do get jobs advertised in the newspaper most jobs are obtained from two sources:

1. People tell friends and acquaintances about jobs with their company.
2. Employers hire people who call or contact them about job possibilities.

Encourage the student to use the newspaper to identify leads. Show him/her how to use the want ads and help him/her to identify someone at home (spouse, neighbor, friend, etc.) who would be willing to help check the want ads everyday.

Many assignments thus far have required students to call friends to ask about jobs. From this session it should become obvious to the student that those assignments had a very distinct purpose. This session goes into greater detail about how to ask friends about jobs. Do have the student rehearse the script and try applying it. She/he can then compare results with the phone conversations assigned previously. The role play directions ask you, the tutor, to take the role of the student first. This provides a model for the student to follow and can help to put the student more at ease with the role play situation. When the student becomes familiar with the script encourage him/her to use it often. Check to see if she/he is talking to the people on the lists that she/he made.

The use of the phone book is introduced in this lesson. Help the student be creative in deciding the kinds of companies that may need a person with his/her skills. Encourage the

student to contact these companies. She/he may want to practice with some companies that are less likely to hire him/her. She/he may wish to wait and contact some companies after completing Sessions 5, 6 and 7. In this way she/he may feel more prepared to talk seriously about a job.

The student will be asked to return to the phone book as a source for more leads during Session 8 - **How Do I Keep on Looking?**

Assignment: Make sure the student understands the assignments and make definite plan for action on job leads.

This may be a good time to check and make sure that the student is registered with the Office of Employment Security. Talk about the OES as a possible job source. Also mention private employment agencies, but be sure that your student understands that there is a fee for using private agencies.

SESSION 5 - HOW DO I FILL OUT AN APPLICATION AND WHAT IS A RESUME?

Current Job Leads: Take any action possible on current job leads. Complete the "Looking Good" activity and check assignments. Go through the newspaper with the student for possible new job leads.

New Objective: I will prepare a job application and a resume. (In addition the student will complete a "skills card" and a pocket information form.)

The purpose of this lesson is to get together the papers and the information that will help the student to get work. The purpose is not to teach reading and writing skills necessary for completing applications and resumes independently.

Start by helping the student to get all of the information necessary. Fill out application appropriately and completely for and with the student. If the student is capable of copying or writing have the student transfer the information to another application. If the student is not capable of this at this time tell him/her that you will work on that later, but now the important thing for job hunting is to get the paper work done.

Applications: After completing the first application the student may be interested in learning how to transfer the information to other applications. If the student is capable and if there is time, you may want to collect job applications, copy them and practice, or you may wish to use the materials suggested later in this manual to work on this.

Resume: You hae been given several different resume forms (or personal data forms). The simplist is in the student's workbook. Complete this one first, but if you find that it doesn't work well for your student then try some of the other forms. Help the student settle on the best form for him/her.

Skills Card: This may be the most valuable thing that your student gets from this session. Skill cards are a simple, effective way of "spreading the word" about your student's skills. Once they are completed they are easy to circulate and may result in valuable job

leads. Help your student to decide the most effective way of stating his/her skills and needs in a job. You have been given some hints and examples of how to do this.

Information Card: Help the student to fill out the information card and to realize the value of carrying the card at all times. You never know when you might get a chance to apply for a job and need that information. Even though your job application, your resume and your skills card may not be with you all the time this card can be carried in your wallet at all times.

Discuss the students ability to fill out an application independently and decide on the best approach to this problem for your student.

Assignment: Make sure the student understands the assignments and stress the importance of getting the resume and the skills card typed and copied. Plan for definite action. Help the student identify a name and or a place to find a typist and to get the copying or printing done.

APPLICATION REMINDERS

1. Be prepared!

2. Answer as fully as possible.

3. Leave no blank spaces in questions that do not apply to you; either draw a line or write "none" in the spaces.

4. You may choose to leave problem questions blank on the application and deal with them in the interview.

5. Avoid saying "fired" if applicable. Either leave it blank and explain or use the following acceptable reasons: "seasonal", "to take a better job", "moved", "injury", "general lay-off", etc.

6. Each application must be:
   a. Neat
   b. Clean
   c. Complete
   d. Accurate
   e. Completed in a reasonable time

7. Always have available this information:
   a. Social security number
   b. Driver's license
   c. Work experience (dates, company names and address, supervisor's name, etc.)
   d. School and training experience (dates and places)
   e. Military record
   f. References (with their permission), addresses, phone number
   g. Doctor's name, address and phone (if you have a family doctor)
   h. Emergency (name, address and phone)
   i. Date of last physical exam (approximate, within the year)

8. Carry a pen.

9. Prepare a resume if your work history is long and varied.

FIRST RATE RESUME WRITING

There are several ways that a resume can be laid out effectively. Your personal qualifications and the job you are seeking will determine the exact format you decide on. The following hints are not iron-clad rules and regulations and must be adapted to your own needs.

HEADING: Your resume should have your name, address and telephone number located at the top, center of the page. Be sure to include your zip code. Type "PERSONAL RESUME" directly above the heading.

EMPLOYMENT OBJECTIVE: State your job goal here.

EMPLOYMENT HISTORY: The order of the information in this section depends upon the type of job you are looking for and the quality of your work record. No matter what the job is, always stress the duties, accomplishments, and responsibilities of the job. Always give a title for the position you held in the company. Use action words to describe duties and be as brief as possible.

TRAINING AND EXPERIENCE: This section includes any vocational-technical school training you have had, any on-the-job training, or any volunteer work you have done. This section may be placed directly after the Employment Objective if it applies more to the job you are seeking than your Employment History does.

EDUCATION: This section includes the names and addresses of any high school or college you attended. You should include dates of attendance and diploma's or certificates received. You should also include your GED here. If you have very limited experience and work history, this record may be placed following the Employment Objective.

MILITARY: Add this section if you feel it is necessary and will help your chances. If not, eliminate this.

HOBBIES: Try to include this section if the type of information you can present will make you appear as a more pleasant and well-rounded person.

PERSONAL DATA: Use this section to present positive data only. If your age is against you, leave it out. Do you have excellent health? If so, include this. Try to balance the items so this section is easy and pleasing to the eye to read.

At the bottom of your resume, write the statement - References Furnished Upon Request.

PERSONAL DATA SHEET

Name _____

Address _____

Phone _____

EDUCATION

Name of School _____ Dates Attended _____
Course of Study _____ Grades _____
Accomplishments _____
Outside Activities _____

WORK EXPERIENCE

Employer _____ Address _____
Dates Worked _____ Job Title _____
What you did _____
Accomplishments _____
Personal Qualities _____
Action Words _____

Employer _____ Address _____
Dates Worked _____ Job Title _____
What you did _____
Accomplishments _____
Personal Qualities _____
Action Words _____

Employer _____ Address _____
Dates Worked _____ Job Title _____
What you did _____
Accomplishments _____
Personal Qualities _____
Action Words _____

LIFE EXPERIENCES

Special skills, hobbies, volunteer work, handyman skills, etc.

_____
_____
_____
_____

RESUME IDEAS

OBJECTIVE:

1. Identify the function and general level of the job you want.
2. Indicate the field you wish to enter.
3. Stress strongest abilities.

EDUCATION:

1. Include name and address of High School, Business or Trade Schools and College, if attended.
2. Mention program(s) (Vo-Tech, Academic) and emphasis (Wood Shop, Spanish, Business)
3. Clubs, organizations you were active in, offices held, awards received, etc.

WORK HISTORY: Now you need to prove your qualifications. Don't simply list your duties and responsibilities and let it go at that.
Include:

1. Nature and result of work.
2. Accomplishments, things you changed for the better (did you save employer money; produce more than others; earn promotions; cut down waste; suggest any changes which improved flow of work, etc.)
3. Mention your personal qualities that make it a pelasure to work with you. Give examples that may indicate you are prompt, trustworthy and/or accurate.
4. Use action words, i.e., Assisted, Created, Produced, Designed, improved, Handled.
5. After describing this job, describe the next job.

OTHER INFORMATION:

1. Include special skills not already mentioned.
2. Community organizations your are active in.
3. Hobbies.
4. Volunteer Work.
5. Desirable attitudes you will bring to work.

REFERENCES:

1. You may include names, address and occupation of three people you are using for references or,
2. You may say "References Available on Request."

PERSONAL DATA SHEET

Name _____

Address _____

Phone _____

WORK EXPERIENCE

_____

_____

_____

_____

HOMEMAKING OR HANDYMAN EXPERIENCE AND SKILLS

_____

_____

_____

_____

EDUCATION

_____

_____

_____

_____

SPECIAL SKILLS

_____

_____

_____

_____

INTERESTS, TALENTS, OR HOBBIES

_____

_____

_____

_____

Sample Letter "Open Letter of Recommendation"

Reference letters should include:

1. Address the letter "To Whom It May Concern"

2. Use company stationery and job title, if possible

3. Indicate how long you have known me

4. Describe what people say about my work and what you know about it

5. Recommendation:
   a. How well I get along with others
   b. My conscientiousness
   c. My honesty
   d. My trustworthiness
   e. My dependability
   f. Mention anything that's special about me

TRINITY CONSTRUCTION CO.
Topeka, Kansas

Tel. 457-7200

To Whom It May Concern:

I have known Mary Wadsworth for eight years since she came to work in my company after finishing high school. She was eager, hard-working, learned fast, and required little or no supervision. She left after one year, but we all remember her as an outstanding emoloyee and wonderful person.

I have been familiar with Mary's activities since that time and know her to be conscientious and trustworthy. She has been involved in many community activities and takes the initiative in starting and organizing them. I've heard from people who worked with her that she has good judgment and sets an example for others.

I believe she would make a valued employee in any organization, and I recommend her with great assurance.

Sincerely,

Samuel Davidson

Samuel Davidson
Manager

PERSONAL DATA SHEET

Name _____

Address _____

Phone _____

WORK EXPERIENCE

_____

_____

_____

_____

HOMEMAKING OR HANDYMAN EXPERIENCE AND SKILLS

_____

_____

_____

_____

EDUCATION

_____

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_____

SPECIAL SKILLS

_____

_____

_____

_____

INTERESTS, TALENTS, OR HOBBIES

_____

_____

_____

_____

THE ANATOMY OF A SKILLS CARD

NAME	Use your name as it is spoken. Avoid unusual nick names such as "Butch" if you can.
PHONE NUMBER	Always have a phone number, even if its a friends or relatives. Include the area code. If one number is not always answered (8:00 am to 5:00 p.m.) list a second one for safety.
JOB	Be clear, but not too narrow about what you want. Avoid job titles if possible. For example, if you list "secretary" you may not be considered for a receptionist, bookkeeper, or other position even though those jobs may also interest you. A better approach might be "office worker." Don't limit yourself but don't be too non-specific either.
EXPERIENCE	Take credit for everything you've done! Include paid employment plus related volunteer work, hobbies and other informal experience here. Include any special training or education too. Keep it brief and include details only as necessary!
JOB SKILLS	Mention the things you can do spcific to the job: special tools and equipment, procedures, any special accomplishments or certifications. Use job specific words (e.g. double entry bookkeeping) and quantifying numbers (e.g. type 65 wpm accurately).
ABILITIES	(or "transferable" skills). Include other skills you have that relate to the job and that indicate you will do well at it. Think of skills used in hobbies, and school as well as in other jobs.
WORKING CONDITIONS	This is an optional section. Avoid being negative here. Say "prefer day hours" rather than "no evening work" or "willing to relocate" rather than "don't want to stay in the city."
GOOD QUALITIES	(or "adaptive" skills): Definitely include any characteristics you have that an employer may desire.

THE SKILL CARD

A Skill Card is a unique, simple paper tool. It introduces an employer to you along with stating your goals and your special qualities. In other words, it briefly and concisely assures the employer that you are worth talking to.

A Skill Card is.....

John Page (317) 555-1212

POSITION WANTED: Automobile Mechanic

SKILLS: 1 year experience working with American and foreign made cars, can use all hand and power tools, expert in tune-ups. I am good with customers and exact in handling cash sales.

Prefer full-time work

Reliable, Prompt and Willing to Learn

A 3 x 5 index card, liined or unlined, pastel in color and printed neatly.

A means of telling an employer your Name, Phone Number, Position (Job) Desired, Skills, Requirements and Positive Characteristics.

Used by:

a. Giving it to an employer when you are refused an application (a little something different!)

b. Attaching it to your application.

c. Leaving it as your business card after your interview.

Phillip Taylor

Home: (807) 237-9653
Work: (807) 237-5662

Position Desired: Building/Maintenance Manager

Skills: Over 30 years performing and supervising all aspects of building maintenance, plumbing, electrical, heating/cooling systems, and housekeeping. Have supervised up to 60 employees. Able to perform record keeping.

Reliable, Self-starter, and Problem Solver

Marsha Tharp

Messages: (913) 962-1C
(913) 828-2E

Position Desired: Child Care

Skills: 16 years experience in child care. Have worked with mentally retarded and physically handicapped children. Can provide basic needs as feeding and grooming. Can assist in recreational and instructional teaching. Enjoy working with others. Can work independently. React quickly in emergencies.

Patient, Sensitive, Hardworking

Sharon Rood

Messages: (512) 391-7134

Position Desired: Seamstress

Skills: Over 4 years experience in sewing. Can do hems, seams, pockets, zippers, lining, cuffs, buttonholes, waistbands, pleats, elastic, flaps, preshrink materials, patern, pins, tape measure and seamripper. Have experience in alterations. Worked with variety of fabric such as polyester, wool and denim.

Accurate, Willing to Learn, Dependable

Betty Schockley

(413) 332-9674
(413) 332-2400

Position Desired: Clerical/Public Relations

Skills: 10 years office experience-Receptionist, Counseling Assistant, Compilation Clerk, type 45 w.p.m., 10-key adding machine, PBX, Xerox machine, compile data for data entry, set up filing systems. Special training in Communications and Human Relations.

Dependable, Trustworthy, and Reliable

Marta Gaiza

(714) 896-5600
(714) 896-2611

Position Desired: File Clerk and Receptionist

Skills: 9 months experience performing general office duties. Can file, answer phone, take messages and operate a 15-line switchboard. Can operate Xerox machine, adding machine, calculator and data-processing machine and maintain business log.

Like Working with People, have Neat Apperance and Pleasant Speaking Voice

Michael Schmidt

(608) 454-3391
(608) 454-8260

Position Desired: Salesperson

Skills: Have good communication skills, good math apptitude, and enjoy meeting the public. Can keep accurate records, develop and maintain rapport with new people, have a very neat appearance, and like a lot of activity.

Quick Learner, Energetic, and Aggressive

SESSION 6 - WHAT DO I SAY ON THE PHONE?

Current Job Leads: Take any action possible on current job leads. Complete the "LOOKING GOOD" activity and check assignments. Go through the newspaper with the student for new job leads.

New Objective: I will learn to use the phone to ask about jobs.

In Session 4 the student was given a phone script for use in asking friends and acquaintences about jobs. You have been asked to role play with the student and assignments have required the student to use the phone script. Hopefully this has given the student some confidence and experience in the use of the phone.

In this session the student is given a phone script to use in contacting potential employers. Role play this script with your student. Use the words suggested in the student's book. Change them to fit your student if necessary. You have been given a form to guide in changing the script. Practice until the student is comfortable with the script. If possible have the student use the script while you listen. Evauate the use of the script and the result of the call. Help the student plan the use of the script in pursuing more information about old and new job leads.

Assignment: Make sure the student understands the assignments and plan for definite action.

CONTACTING EMPLOYERS

Introduce yourself

Ask for the name of manager

Call him/her by name and introduce yourself again

Give qualifications

Ask for interview

1. If employer says to come in and fill out application

   Employer says 9 - 5

2. If employer says no, ask again for interview for possible openings in future

   If still no, ask for other job leads

   Ask name of person to contact

   Ask if you could call back later in case an opening occurs

SESSION 7 - WHAT DO I DO AT AN INTERVIEW?

Current Job Leads: Take any action possible on current job leads. Complete the "LOOKING GOOD" activity and check assignments. Evaluate use of the phone script and practice (by role playing) the script again. Make any changes encessary to make your student comfortable as long as you retain the basic elements of the script. Go through the newspaper with the student for new job leads.

New Objective: I will learn what to say and do at a job interview.

All of the activities in Sessions 1 - 6 have been leading toward one goal - The goal of getting a job - or rather getting an interview, because the interview is essential in getting a job. The student needs to understand that no matter how well all of the other things are done the decision about the job will be made at the interview. The importance of the "LOOKING GOOD" activity should become obvious here. Practicing the interview process by role playing is essential. The student needs to hear examples of how to state skills and objectives. The student also needs to hear ways of answering difficult questions. Practice with the questions suggested in the students materials, add questions from the attached list and other questions that you and your student think may be asked for a particular interview. Practice general questions, but if the student has an interview scheduled try to anticipate questions that may be asked. Also talk with the student after the interview to evaluate the results. You may wish to use a tape recorder to allow the student to evaluate responses.

Included in your materials are an interviewer's evaluation form and lists of questions your student may and may not ask. There are also lists of non-verbal cues and "fifteen knockout factors". You may discuss these and their effects on an interview.

Assignment: Make sure that the student understands the assignments and plan for positive action on job leads.

QUESTIONS FREQUENTLY ASKED DURING THE EMPLOYMENT INTERVIEW

1. Job questions. Imagained situations that tests a man's job knowledge. What would you do if.....?
2. What are your future vocational plans?
3. How do you spend your spare time?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What do you know about our company?
8. What are your ideas on salary?
9. Do you prefer any specific geographic location? Why?
10. Why do you think you would like this particular type of job?
11. Are you looking for a permanent or temporary job?
12. Can you get recommendations from previous employers?
13. What interests you about our project or service?
14. What was your record in military service?
15. How long do you expect to work?
16. How are you living now?
17. Do you like regular hours?
18. Have you had any serious illness or injury?
19. Are you willing to go where the company sends you?
20. What jobs have you enjoyed the most? The least? Why?
21. What are your own special abilities?
22. What job in our company do you want to work toward?
23. How about overtime work?
24. What kind of work interests you?
25. To what extent do you use liquor?
26. Have you ever had an automobile accident?
27. Have you ever been in trouble with the law?
28. Have you ever had your driver's license revoked?
29. What other kind of job would you be interested in doing beside the one that you are applying for?
30. If you were the employer, what qualities in a man would you look for when hiring?
31. Why should we hire you for this job rather than anyone else?

INTERVIEWER'S EVALUATION FORM

Student's Name _____ Date _____

Interview Critique - This critique of the participant's performance at the mock interview serves as a tool to promote improvement and to provide self-evaluation. Please circle the appropriate number:

	Below Ave.	Satisfactory	Above Ave.	Excellent
1. Appearance	1	2	3	4
2. Maturity	1	2	3	4
3. Anticipated Competence	1	2	3	4
4. Interest	1	2	3	4
5. Attitude	1	2	3	4
6. Interview Preparation	1	2	3	4
7. Responsiveness	1	2	3	4
8. Enthusiasm	1	2	3	4
9. Motivation	1	2	3	4
10. Activities	1	2	3	4
11. Level of Accomplishment	1	2	3	4
12. Career Ambition	1	2	3	4

13. Comments: _____

_____

14. Recommendation

1. _____ Hire
2. _____ No interest
3. _____ No interest, suggest interview with _____

_____

4. _____ Other _____

Interviewer: _____
(Signature) (Date)

QUESTIONS YOU MAY ASK AT AN INTERVIEW

Always be sure to research any organization you plan to work for as thoroughly as possible before any interview. However, in some cases, even with careful research there will be questions that you still have concerning the company and position. A few of these questions are listed below. Keep in mind that some of these questions must be asked tactfully or not at all.

1. May I see a copy of the job description for this position?
2. Are there opportunities for overtime? Is the overtime paid in money or compensatory time?
3. How long has this position been in existence?
4. Why did the previous employee leave this position?
5. What is the size of the department I will work in? Who will be my foreman or supervisor?
6. What are the long range plans for the department?
7. Is there a training program for new employees?
8. What are the prospects for promotions and salary increases?
9. In addition to salary, what other benefits are there? Retirement? Health insurance? Vacation? Sick days?

QUESTIONS NOT TO ASK

1. How much is the salary? (This question can be best handled by discussion of a salary range).
2. Don't begin any statement with "If I don't get a job from . . ."
3. Don't begin a statement with "If you decide not to hire me . . ."
4. How much do you earn here?
5. Do you have reservations about hiring someone who has been in jail before?
6. Can I call home from work every day?
7. Is the director here as much of a jerk as people tell me he is?

NONVERBAL CUES

Nods	Perspiration
Shaking head	Posture
Smiles	Dress
Laughs	Cologne
Gestures	Jewelry
Smoking	Hair length
Chewing gum	Neckwear
Crossing legs	Eye contact
Fiddling	Voice tone
Eyebrow movements	Fingernails
Scratching head	Fidgeting
Mannerisms	Voice volume
Expressions	Blinking

FIFTEEN KNOCKOUT FACTORS

(Reasons why candidates receive rejection replies)

1. Lack of proper career planning--purpose and goals ill-defined--needs direction.
2. Lack of knowledge of field of specialization--not well qualified--lacks depth.
3. Inability to express thoughts clearly and concisely--rambles.
4. Insufficient evidence of achievement or capacity to excite action in others.
5. Not prepared for the interview--no research on company--no presentation.
6. No real interest in the organization or the industry--merely shopping around.
7. Narrow location interest--unwilling to relocate later--inflexible.
8. Little interest and enthusiasm--indifferent--bland personality.
9. Overbearing--overaggressive--conceited--cocky--aloof--assuming.
10. Interested only in best dollar offer--too money-conscious.
11. Asks no or poor questions about the job--little depth and meaning to questions.
12. Unwilling to start at the bottom--expects too much too soon--unrealistic.
13. Makes excuses--evasiveness--hedges on unfavorable factors in record.
14. No confidence and poise--fails to look interviewer in the eye--immature.
15. Poor personal appearance--sloppy dress--lacks sophistication.

WHY I DIDN'T GET THE JOB

1. Poor personality and manner; lack of poise; poor presentation of self; lack of self confidence; timid; hesitant approach; arrogance; conceit.

2. Lack of goals and ambition; does not show interest; uncertainty and indecision about the job in question.

3. Lack of enthusiasm and interest; no evidence of initiative.

4. Poor personal appearance and careless dress.

5. Unrealistic about promotion to top jobs.

6. Inability to express self well; poor speech habits.

7. Lack of maturity. No leadership potential.

8. Lack of preparation for the interview - failure to get information about the company and therefore unable to ask intelligent questions.

9. Lack of interest in the company and the type of job they have to offer.

10. Attitude of "What can you do for me."

11. Objection to travel; unwilling to relocate to branch offices or plants.

SESSION 8 - HOW DO I KEEP ON LOOKING?

The purpose of this lesson is to help you and your student to structure as many sessions as are necessary in continuing the job search. The basic activities of job search have been learned, but these materials have not gone into much detail on each activity. If you or your student feel that further detail would be valuable or desirable you may wish to use some of the following materials.

The following list gives supplementary materials that teach skills presented in the Job Search Workbook. *Indicates books that are highly recommended. (A complete list is available at the end of this manual.)

SESSION 1 - AM I READY TO LOOK FOR A JOB?

Employability Skills for the Special Needs Learner (Socialization Skills section)

The Language You Speak - Follett

SESSION 2 - WHAT KIND OF JOB CAN I DO?

Wanting a Job - Follett

Training for a Job - Follett

* Getting and Keeping a Job - Scott Foresman

Occupations - Fearon Pitman

* Janus Job Planner - Janus

Job Training Centers - Hopewell Work Series

SESSION 3 - WHAT DO I WANT AND NEED IN A JOB?

* Janus Job Planner - Janus

Wanting a Job - Follett

* Getting and Keeping a Job - Scott Foresman

SESSION 5 - HOW DO I FILL OUT AN APPLICATION? WHAT IS A RESUME?

* My Job Application File - Janus

Filling Out Job Application Forms - Changing Times

Forms and Messages - Steck Vaugh

SESSION 6 - WHAT DO I SAY ON THE PHONE

Using the Phone Book - Janus

The Phone Calls You Make - Follett

SESSION 7 - WHAT DO I DO AT AN INTERVIEW?

Job Interviews - Follett

Interviewing for a Job - Changing Times

Janus Job Interview Guide - Janus

SESSION 9 - NOW THAT I'VE GOT IT HOW DO I KEEP IT?

Keeping a Job - Follett

Work Rules - Work Series : Hopewell

How I Should Act at Work

Holding a Job - Follett

Starting a Job - Follett

Getting and Keeping a Job - Scott Foresman

How To Get a Job and Keep It - Steck Vaugh

Starting a New Job - Changing Times

Keeping and Changing Jobs - Changing Times

Don't Get Fired! - Janus

General Materials that cover the topics of more than one session:

Getting and Keeping a Job - Scott Foresman

How To Get a Job and Keep It - Steck Vaugh

Finding A Job - Steck Vaugh

Finding Work - Follett

How to Find A Job - The Work Series : Hopewell

Finding A Job - Changing Timas

Get Hired - Janus

Just Around the Corner - Series 2

The Follett Success Skills Series

Materials that can be used to teach reading skills or improve reading while working on employability:

Finding a Job - Steck Vaugh

This is a book of stories and exercises that has a controlled vocabulary and teaches all new words in each lesson.

Job Application Language - Janus

This requires some basic reading skills but teaches words necessary for job applications.

Employability Skills for the Special Needs Learner - (Listed under professional references)

This curriculum teaches reading and math skills as well as employability skills.

Adult Basic Education Functional Language Reading Program: Employment Search Skills

This program teaches employability words as sight words for non-readers.

SESSION 9 - NOW THAT I'VE GOT IT HOW DO I KEEP IT?

All of the sessions have been structured toward getting a job, but the student needs to know that getting a job is only the beginning. Keeping the job is not always easy. The student needs to work hard at keeping the job or she/he will find that she/he is back at the beginning of the job search looking for a new job.

Encourage your student to continue meeting with you after the job is attained until she/he feels confident about job expectations and the paperwork involved in the job. Use the attached lists to encourage your student to discuss job related issues and role play some of the situations suggested.

Here's a checklist to help you and your employer get off to a good start.

First, make sure you know who your immediate supervisor is. That person is supposed to advise you, so don't hesitate to ask him/her for answers to the following questions:

What are the hours I'm expected to work?

Am I suitably dressed for the job? If not, how should I dress?

When do I get paid - - weekly, bi-weekly, monthly?

What financial benefits are available to me.

Are there scheduled coffee or soda break times?

Is there an employee lunch room?

Where are the rest rooms?

How will my job performance be evaluated?

What are the rules on smoking in the workplace?

Who and where do I call if an emergency causes me to be late or absent from work?

If I should get sick or hurt on the job, what do I do?

"WHAT'S NEXT?"

Now that you know the ground rules, the following pointers will keep you advancing on the job track:

Take Pride in Your Work

Learn to do your job well and fast. Ask questions. Work toward knowing you can perform your job better than anyone else. When your employer needs someone to fill a better job opening, he or she may consider you.

Plan Your Work

Planning and organizing your work makes you more efficient and less likely to make costly mistakes.

Do More than the Required Minimum

Do your share of the work and then some! Your employer will notice and remember the extra things you do.

Do All the Work that Has to be Done!

Every job has parts to it that are no fun, but the work isn't done until every part is finished. A mechanic, for example, may hate to put away tools and clean up. The job, though, is not finished until this is done.

Listen Carefully to Directions and Instructions

Do the job as it has been explained to you. Listen carefully! If you don't understand, ask questions!!

Work Quickly Without Disturbing Others!

Each employee has a specific job to perform. Personal phone calls and conversations take time away from your job. Business suffers when you disturb other workers.

Be Careful with Company Equipment and Materials!

If your employer has to replace expensive equipment through your carelessness, you may soon be looking for another job! The same will be true if you are careless with materials and time.

Know and Follow Company Rules and Regulations!

Employees must comply with rules and regulations to facilitate company operations such as special dispatch schedules, safety rules, dress codes, working hours and what to do if you will be late or are sick.

Be Polite and Get Along with Fellow Workers!

Your chances for succeeding on the job are greatly improved when you cooperate with your fellow workers and show a sense of humor, loyalty, reliability and flexibility. Strive to be like employees who are cooperative and willing to help!

On the following page are reasons why people miss work. Are they OK or POOR? Check one of the boxes next to each reason to show what you think.

I called in and said:	OK, if not done often	Poor Reason	Employer Agrees
1. "I'm sick in bed with the flu."			
2. "My child is sick."			
3. "I have a cold."			
4. "I missed the bus."			
5. "I can't find a baby-sitter."			
6. "We have relatives visiting this weekend."			
7. "There was a death in my family. I have to go to the funeral."			
8. "I just don't feel good."			
9. "My brother came home last night. I haven't seen him in a year. He's leaving tomorrow."			
10. "I have no way to get to work."			
11. "Someone I really like asked me out tonight."			
12. "I have to work on my car."			
13. "My husband/wife decided to go out of town today. I have to go along."			
14. "I have to go to the doctor's today."			
15. "I was up late last night. I'm too tired to go to work."			
16. "The bus passed me by at the bus stop."			
17. "My wife/husband and I had a fight last night."			

Talk about the following excuses for missing work. Take turns role playing the part of the worker and the boss in using each of the following excuses.

1. I am sick a lot.
2. I don't like the job (or school).
3. I have problems with the boss (or teachers).
4. I can't find a baby-sitter.
5. I have problems at home.
6. I am bored with the job (or school).
7. I'm not very good at my job (or at school).
8. I have trouble getting to work (or school).
9. I have too many other things I need to do.
10. I don't like the people I'm with.
11. I have trouble getting up in the morning.
12. My car keeps breacking down.
13. I have many jobs to do at home that keep me from going to work (or school).
14. I really don't know why I miss so much.
15. Other (write out your reasons): _____

_____

_____

HOW TO GET FIRED!

1. Be late often.
2. Leave early without permission.
3. Be absent without permission.
4. Swear at your boss.
5. Do sloppy work.
6. Leave your work incomplete after ample time.
7. Refuse a reasonable request by your boss.
8. Talk about your boss behind his back.
9. Steal company equipment or supplies.
10. Sleep on the job.
11. Come to work drunk or "high".
12. Take extra breaks.
13. Get in fights with other employees.
14. Refuse to accept criticism.
15. Have an affair with your boss's wife/husband. (If she/he finds out!)

Not all of the above statements will lead to immediate termination, but if you do any of them too often you will be sure to find yourself out looking for work again!

QUALITIES EMPLOYERS LOOK FOR

1. Looking neat and respectable.
2. Being interested in making and saving money for both the employee and the company.
3. Able to adjust to different work situations.
4. Able to work under pressure.
5. Able to work without close supervision.
6. Able to know ones' own strengths.
7. Able to know ones' own weaknesses.
8. Give an honest days work.
9. Manage time and materials effectively.
10. Able to get along with people having a variety of personalities.
11. Willing to admit making a mistake.
12. Loyalty to the company.
13. Able to work as a team member.
14. Able to understand written instructions.
15. Able to make independent decisions.
16. Using imagination and initiative.
17. Dependability.
18. Courtesy when speaking.
19. Able to locate materials, equipment, etc.
20. High energy level (THE WILL TO WORK).
21. Being responsible.
22. Honesty (with regard to tools, materials, etc.)
23. Good hygiene.
24. Common sense (not just intelligence).
25. Good health.
26. Motivated to work hard.

EFFECTIVE WAYS TO WORK WITH ADULT STUDENTS

1. Be warm and friendly.
   Learn the students' names. Show interest in what they do and tell you — you are a very important listener!

2. Encourage students to think.
   Give students plenty of time to answer questions. Silence often means the student is organizing his or her thoughts.

3. Admit when you don't know an answer.
   We can't know everything all the time! Feel free to ask the program staff for help whenever you need it.

4. Encourage students.
   Use tact and positive comments. Seek something worthy of a compliment, especially when a student is having difficulty.

5. Accept a student just as he or she is.
   Try to be as non-judgmental as possible regarding a student's abilities, progress, background or life style.

6. Let students "talk out" problems.
   If a student is upset, you need not solve the problems; however, by listening and talking you let the student know you care.

7. Honor confidentiality.
   Regard information as confidential that might be revealed to you about a student by the student or teacher.

8. Keep your commitment.
   Students look forward to your coming. If you know you will be gone, tell them in advance.

9. Maintain a sense of humor!

The following materials can be used to supplement The Job Search Workbook. They can be borrowed by Mid-State Literacy Council tutors from the MSLC office or from the Development Center for Adults. It is suggested that they not be used until Session 8 of the Job Search Workbook.

*These materials are complete curriculum guides which contain student materials.

Professional References

Staying Afloat Handbook, Tina Tabler, CIU 10 Development Center for Adults, PA Dept. of Education, 1982.

Job Club Counselors Manual, Nathan H. Azrin and Victoria A. Besalel, University Park Press, Baltimore, 1980.

Job Club Curriculum for Institutionalized Adult Basic Education Students, Carolyn G. Anstine (Harrisburg State Hospital) PA Dept. of Education, 1984.

*Employability Skills for the Special Needs Learner

Reading Skills Curriculum Guide

Employability Skills Curriculum Guide, Jerry Wircenski, Division of Occupational and Vocational Studies, The Pennsylvania State university, 1980.

*Adult Basic Education Functional Language-Reading Program : Employment Search Skills, Walling, Selkowitz and Agozzino (Southeast Pennsylvania Rehibilitation Center) PA Dept. of Education, 1982.

Knowledge Needed to Obtain Work, Thomas J. Jacobson, SRA, 1973.

*Getting and Keeping a Job (Adult Readers Library), Peggy Simonsen, Scott Foresman, 1982.

How to Get a Job and Keep It, Dorothy Goble, Steck Vaugh, 1975.

The Jobs Book : How to Find and Keep a Job, SCOPE Job Skills 1, Jerry Schapiro, Scholastic, 1976.

Finding a Job, (Adult Reading Collection), Annie DeCaprio, Steck Vaugh, 1982.

Forms and Messages, Joan S. Gottlieb, Steck Vaugh, 1983.

Occupations, ABLEST Adult Basic Literacy Education Skills Training, Fearon Pitman, 1980.

SERIES OF JOB SEARCH MATERIALS

Follett Coping Skills Series

Finding Work, Mc Vey and Associates, Inc., Cambridge, 1977.

Job Interviews, Mc Vey and Associates, Inc., Cambridge, 1978.

Keeping A Job, Betty Herzog, Cambridge, 1982.

The Work Series

Job Training Centers, Husak, Pahre and Stewart; Hopewell Books, inc. 1978.

Work Rules, Husak, Pahre and Stewart; Hopewell Books, inc. 1976.

How to Find A Job, Husak, Pahre and Stewart; Hopewell Books, inc. 1976.

How I Should Act at Work, Husak, Pahre and Stewart; Hopewell Books, inc. 1976.

Follett Success Skills Series

Wanting A Job, Richard H. Turner, Follett, 1982.

Training For A Job, Richard H. Turner, Follett, 1982.

The Language You Speak, Richard H. Turner, Follett, 1982.

The Phone Calls You Make, Richard H. Turner, Follett, 1982.

The Jobs You Get, Richard H. Turner, Follett, 1982.

The Money You Spend, Richard H. Turner, Follett, 1982.

Changing A Job, Richard H. Turner, Follett, 1982.

Holding A Job, Richard H. Turner, Follett, 1982.

Looking For A Job, Richard H. Turner, Follett, 1982.

Starting A Job, Richard H. Turner, Follett, 1982.

Changing Times Text Workbook Series

Finding A Job, John McHugh, Changing Times Education Service, 1981.

Filling Out Job Application Forms, John MuHugh, Changing Times Education Service, 1981.

Interviewing For Jobs, John McHugh, Changing Times Education Service, 1981.

Starting a New Job, John McHugh, Changing Times Education Service, 1982.

Keeping and Changing Jobs, John McHugh, Changing Times Education Service, 1982.

Janus Career Education

Janus Job Planner, Jew and Tong, Janus, 1976.

Don't Get Fired, Durlynn Anema, Janus, 1978.

Get Hired, Durlynn Anema, Janus, 1979.

My Job Application File, Kahn, Jew and Tong, Janus, 1980.

Janus Job Interview Guide, Livingston, Janus, 1977.

Time Cards and Paychecks, Rand, Janus, 1981.

Using the Phone Book, Gundlack and Kelsey, Janus, 1978.

Job Application Languages, Jim Rickey, Janus, 1978.

New Readers Press

You and Others on the Job, Doug Weeks, 1979.

Carlos : With My Own Hands

Melanie : Proving Myself

Paul : But What Suits Me?

Just Around the Corner (accompanied by video tapes)

Series 1 Student Book (Budgeting and Money Management) Cambridge, 1977.

Series 2 Jobs and Employment Opportunities, Cambridge, 1978.

BOOKS AVAILABLE ON BUDGETING AND MONEY MANAGEMENT

The Fudge-it Budget Book, The Pennsylvania State University, Cooperative Extension Service, University Park, PA

Making A Budget, Wendy Stein and Doug Weeks, New Readers Press, 1980.

Managing Your Money

Managing Your Money Workbook, Nancy G. Miller, New Readers Press, 1980.

Managing Money, Elaine Shelton, Steck Vaugh

Just Around the Corner, Series 1, Cambridge, 1977.

REPORT AND EVALUATION OF USE OF JOB SEARCH WORKBOOK

STUDENT WORKBOOK

Was this workbook easy to use?_____

Was it organized well?_____

Did your student enjoy working in it?_____

Did it adequately cover each topic?_____

What would you change?_____

What would you add?_____

What would you leave out?_____

TUTOR MANUAL

Was this workbook easy to use?_____

Was it organized well?_____

Did it help you to work with your student_____

Did it adequately explain the purpose of each activity in the workbook?_____

_____

What would you change?_____

What would you add?_____

What would you leave out?_____

Does your student feel better prepared for the job search?_____

Did your student get a job?_____

What do you feel you accomplished in using these materials with your student?_____

_____

Comments:_____

_____

JOB SEARCH WORKSHOP EVALUATION

Open reaction to questions below will help in planning future workshops.

Did you accomplish your goal in attending the workshop? YES NO

Do you feel prepared to use job search materials with a non-reader? YES NO

I am glad the workshop had _____

_____

I wish the workshop had _____

_____

The best part of the workshop was _____

_____

The next workshop, I would leave out _____

_____

I would spend more time on _____

_____

Further comments and suggestions:

_____

_____

_____